

Social Studies Standard Articulated by Grade Level

Strand 3: Civics/Government

Concept 1: Foundations of Government The United States democracy is based on principles and ideals that are embodied by symbols, people, and documents.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 1. Recognize national symbols and monuments that represent American democracy and values: a. American flag b. Bald Eagle c. Statue of Liberty d. White House	PO 1. Identify national symbols and monuments that represent American democracy and values: a. American flag b. Bald Eagle c. Statue of Liberty d. White House e. Washington Monument	PO 1. Describe the history and meaning of national symbols, documents, songs, and monuments that represent American democracy and values: a. American flag b. Pledge of Allegiance c. National Anthem d. America the Beautiful e. the U.S. Capitol f. Liberty Bell Connect with: Strand 1 Concept 4	PO 1. Describe national symbols and monuments that represent American democracy and values: a. Statue of Liberty b. Ellis Island c. Lincoln Memorial d. the U. S. Capitol	PO 1. Describe state and national symbols and monuments that represent American democracy and values: a. Great Seal of the United States b. Arizona symbols (e.g., seal, flag) c. war memorials (e.g., Pearl Harbor- Arizona Memorial, WW II, Korean, and Vietnam Memorials)

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Concept 1: Foundations of Government The United States democracy is based on principles and ideals that are embodied by symbols, people, and documents.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 2. Recognize the Pledge of Allegiance and the National Anthem.	PO 2. <i>Recognize the Pledge of Allegiance and the National Anthem.</i>	PO 2. Recognize that the U.S. Constitution provides the American people with common laws and protects their rights.	PO 2. Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.	PO 2. Identify the rights and freedoms supported by the following documents: a. Preamble of the U.S. Constitution b. Bill of Rights c. Statement of Natural Rights as found in the Declaration of Independence (We hold these truths to be self evident.....) (Note: Aligns to State Statute)
PO 3. Recognize the significance of national holidays: a. Thanksgiving b. Presidents' Day c. Martin Luther King, Jr. Day d. Constitution Day	PO 3. Practice examples of democracy in action (e.g., voting, making classroom rules).	PO 3. Describe the significance of national holidays: a. Presidents' Day b. Martin Luther King, Jr. Day c. Veterans' Day d. Memorial Day e. Fourth of July f. Constitution Day	PO 3. Describe how people in the community and state work together to achieve common goals.	PO 3. Describe Arizona's transition from territory to statehood: a. locations of capital b. founding people c. Arizona's constitution

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PO 4. Identify Presidents George Washington and Abraham Lincoln as leaders of our democracy: Connect with: Strand 1 Concept 4	PO 4. Recognize how students work together to achieve common goals.	PO 4. Know that people in the United States have varied backgrounds but may share principles, goals, customs, and traditions.	PO 4. <i>Describe the significance of national holidays:</i> a. <i>Presidents' Day</i> b. <i>Martin Luther King, Jr. Day</i> c. <i>Veterans' Day</i> d. <i>Memorial Day</i> e. <i>Constitution Day</i> f. <i>Labor Day</i>	PO 4. Describe the varied backgrounds of people living in Arizona: a. shared principles, goals, customs and traditions b. diversity in one's school and community c. benefits and challenges of a diverse population
PO 5. Recognize that classmates have varied backgrounds but may share principles, goals, customs, and traditions.	PO 5. <i>Discuss the significance of national holidays:</i> a. Thanksgiving b. Presidents' Day c. Martin Luther King Jr. Day d. Fourth of July e. Constitution Day	PO 5. Recognize how students work together to achieve common goals.		
	PO 6. Recognize state symbols of Arizona (e.g., bird, flower, tree, flag).			

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Concept 1: Foundations of Government The United States democracy is based on principles and ideals that are embodied by symbols, people, and documents.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
	PO 7. Recognize that people in Arizona and the United States have varied backgrounds, but may share principles, goals, customs, and traditions.			

Concept 1: Foundations of Government The United States democracy is based on principles and ideals that are embodied by symbols, people, and documents.			
Grade 5	Grade 6	Grade 7	Grade 8
PO 1. Identify the democratic principles and ideals associated with the following documents: a. Mayflower Compact b. Declaration of Independence c. Articles of Confederation d. United States Constitution e. Bill of Rights Connect with: Strand 1 Concept 3	PO 1. Discuss the important ideas of the Enlightenment Period (e.g., Natural Rights, separation of powers, religious freedom) that fostered the creation of the United States government. Connect with: Strand 2 Concept 4, 5	PO 1. Analyze the significance of the principles and ideals of the following documents: a. Bill of Rights (as related to specific time periods) b. Emancipation Proclamation	PO 1. Describe how the following philosophies and documents influenced the creation of the Constitution: a. Magna Carta b. English Bill of Rights c. Montesquieu's separation of power d. John Locke's theories – natural law, social contract e. Mayflower Compact f. Declaration of Independence g. Articles of Confederation
PO 2. Recognize the contributions and roles of the following individuals in creating the American		PO 2. Analyze Arizona's transition from territory to statehood:	PO 2. Analyze the purpose (e.g., weaknesses of the Articles of Confederation) and outcome (e.g.,

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government: a. John Adams b. Benjamin Franklin c. Alexander Hamilton d. Thomas Jefferson e. James Madison f. John Marshall g. George Washington Connect with: Strand 1 Concept 4		a. locations of capital b. founding people c. Arizona's constitution	compromises) of the Constitutional Convention.
PO 3. Describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights. Connect with: Strand 1 Concept 4			PO 3. Analyze the struggle (e.g., Federalists' Papers, Bill of Rights) between the federalists and the anti-federalists over the ratification of the Constitution.

Concept 1: Foundations of Government The United States democracy is based on principles and ideals that are embodied by symbols, people, and documents.
High School
PO 1. Examine the foundations of democratic representative government: a. Greek direct democracy b. Roman republic

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Concept 1: Foundations of Government The United States democracy is based on principles and ideals that are embodied by symbols, people, and documents.
PO 2. Trace the English roots of American democracy: a. Magna Carta b. English Bill of Rights c. Representative government – Parliament, colonial assemblies, town meetings
PO 3. Describe the philosophical roots of American Democracy: a. moral and ethical ideals from Judeo-Christian tradition b. John Locke and social contract c. Charles de Montesquieu and separation of powers
PO 4. Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence.

Concept 2: Structure of Government The United States structure of government is characterized by the separation and balance of powers.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 1. Identify the current President of the United States and Governor of Arizona. Connect with: Strand 1 Concept 10	PO 1. <i>Identify the current President of the United States and Governor of Arizona.</i>	PO 1. Identify the three branches of national government as represented by the President, Congress, and the Supreme Court. Connect with: Strand 1 Concept 4	PO 1. Discuss the three branches of state and national government: a. Executive b. Legislative c. Judicial	PO 1. Describe the three branches of state and national government: a. Executive b. Legislative c. Judicial
		PO 2. <i>Identify current political leaders of the state and nation:</i>	PO 2. Recognize that there are different levels of government (e.g., local,	PO 2. Describe different levels of government (e.g., local, tribal, state,

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Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
		a. <i>President of the United States</i> b. <i>Governor of Arizona</i> c. local leaders (e.g., tribal council, mayor)	tribal, county, state, national).	national).
		PO 3. Recognize how Arizona and the other states combine to make a nation.		

Concept 2: Structure of Government The United States structure of government is characterized by the separation and balance of powers.			
Grade 5	Grade 6	Grade 7	Grade 8
PO 1. Describe the role of town meetings and representative assemblies in colonial government.		PO 1. Describe how the powers of checks and balances are used in the following: a. impeachment b. declaring war c. treaties d. veto e. judicial review	PO 1. Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded: a. federalism (i.e., enumerated, reserved, and concurrent powers) b. popular sovereignty c. Separation of Powers d. checks and balances e. limited government f. flexibility (i.e., Elastic Clause, amendment process)

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Concept 2: Structure of Government The United States structure of government is characterized by the separation and balance of powers.			
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PO 2. Describe how the Constitution is designed to limit central government, as in freedom from a controlling monarchy. Connect with: Strand 1 Concept 3, 4			PO 2. Differentiate the roles and powers of the three branches of the federal government.
			PO 3. Explain the electoral process (e.g., primary and general elections, electoral college).
			PO 4. Explain how a candidate can be elected president (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore) without receiving a majority of popular vote.
			PO 5. Describe the line of succession to the presidency as stated in the 25 th Amendment.

Concept 2: Structure of Government The United States structure of government is characterized by the separation and balance of powers.
High School
PO 1. Analyze why the weak central government and limited powers of the Articles of Confederation demonstrated the need for the Constitution.

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<p>Concept 2: Structure of Government</p> <p>The United States structure of government is characterized by the separation and balance of powers.</p>
<p>High School</p>
<p>PO 2. Analyze the creation of United States Constitution:</p> <ul style="list-style-type: none"> a. representative government as developed by the Great Compromise and the Three-Fifths Compromise b. Federalism c. Separation of Powers/Checks and Balances d. Judicial Review e. Amendment Process
<p>PO 3. Examine the United States federal system of government:</p> <ul style="list-style-type: none"> a. powers of the national government b. powers of the state governments c. powers of the people
<p>PO 4. Describe the steps leading to the adoption of the Constitution:</p> <ul style="list-style-type: none"> a. Federalist and Anti-Federalist positions (e.g., The Federalist Papers) b. Bill of Rights c. ratification
<p>PO 5. Analyze the structure, powers, and roles of the legislative branch of the United States government:</p> <ul style="list-style-type: none"> a. specific powers delegated in Article I of the Constitution b. role of competing factions and development of political parties c. lawmaking process d. different roles of Senate and House e. election process and types of representation f. influence of staff, lobbyists, special interest groups and political action committees (PACs)
<p>PO 6. Analyze the structure, powers, and roles of the executive branch of the United States government:</p> <ul style="list-style-type: none"> a. specific powers delegated in Article II of the Constitution b. roles and duties of the president c. development and function of the executive branch, including the cabinet and federal bureaucracy d. election of the president through the nomination process, national conventions, and electoral college

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High School
PO 7. Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions: a. specific powers delegated by the Constitution in Article III b. judicial review developed in Marbury v. Madison, McCulloch v. Maryland, and Gibbons v. Ogden c. dual court system of state and federal courts
PO 8. Analyze the structure, power, and organization of Arizona's government as expressed in the Arizona Constitution: a. direct democracy by initiative, referendum, and recall processes b. election process such as redistricting, (e.g., gerrymandering, clean elections), voter registration, and primaries c. the structure and processes of Arizona's legislature d. the roles of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction e. appointment and continuing election of judges
PO 9. Analyze the forms, structure, powers and roles of local government: a. county government, boards of supervisors, sheriffs, county attorneys, and others b. mayor, council, city manager, and other city officials c. issues of large urban area governments (e.g., transportation, zoning growth management and funding, urban planning, water and sanitation, pollution, annexation) d. special districts, governance funding and purpose (e.g., school, sanitation, water, fire, library, community college)
PO 10. Examine the sovereignty of tribal governments and their relationship to state and federal governments (e.g., jurisdiction, land use, water and mineral rights, gaming pacts).
PO 11. Identify other forms of government under U.S. federal auspices (e.g., protectorates, territories, federal districts).

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Strand 3: Civics/Government

Concept 3: Functions of Government Laws and policies are developed to govern, protect, and promote the well-being of the people.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
			PO 1. Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).	PO 1. Describe the responsibilities of state government (e.g., making laws, enforcing laws, collecting taxes). Connect with: Strand 5 Concept 2
				PO 2. Describe the responsibilities (e.g., determining land use, enforcing laws, overlapping responsibilities with state government) of the local government.
				PO 3. Describe the possible consequences of violating laws.

Concept 3: Functions of Government Laws and policies are developed to govern, protect, and promote the well-being of the people.			
Grade 5	Grade 6	Grade 7	Grade 8
(Note: Students were introduced to how laws are made in Grade 3.) PO 1. Explain ways in which the	PO 1. Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws.	PO 1. Analyze the significance of the following judicial decisions: a. Dred Scott b. Plessy v. Ferguson	PO 1. Compare the ways the federal and Arizona governments operate: a. three branches b. Constitution

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Grade 5	Grade 6	Grade 7	Grade 8
powers of the federal government differed from the Articles of Confederation to the Constitution. Connect with: Strand 1 Concept 4	Connect with: Strand 2 Concept 2	c. Scopes Trial	c. election process (e.g., congressional and legislative districts, propositions, voter registration)
PO 2. Identify the process by which a bill becomes a law.	PO 2. Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government. Connect with: Strand 2 Concept 2	PO 2. Identify the government's role in progressive reforms (e.g., women's suffrage, labor unions, temperance movement, civil rights).	PO 2. Compare the process of how a bill becomes a law at the federal and state level.
PO 3. Describe how the checks and balance system which established the three branches of the federal government works, as in Andrew Johnson's impeachment.	PO 3. Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government. Connect with: Strand 2 Concept 2		PO 3. Describe the following forms of direct democracy in Arizona: a. initiative b. referendum c. recall process
PO 4. Explain the significance of the Dred Scott Decision.			PO 4. Compare the roles and relationships of different levels of government (e.g., federal, state, county, city/town, tribal).
PO 5. Compare the arguments for states' rights versus the power of the federal government (e.g., the expansion of slavery,			PO 5. Describe the significance of the Amendments to the Constitution.

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Concept 3: Functions of Government			
Laws and policies are developed to govern, protect, and promote the well-being of the people.			
Grade 5	Grade 6	Grade 7	Grade 8
taxation).			
			PO 6. Compare the adult and juvenile criminal justice systems.
			PO 7. Summarize the significance of the following Supreme Court cases: a. Marbury v. Madison b. Plessy v. Ferguson c. Brown v. Board of Education d. Gideon v. Wainright e. Miranda v. Arizona f. Korematsu v. United States
			PO 8. Describe the impact of the following executive orders and decisions: a. Executive Order 9066 – creation of internment camps on U.S. soil b. Manhattan Project c. use of Atomic Bomb
			PO 9. Describe the impact that the following Acts had on increasing the rights of groups and individuals: a. Civil Rights Act of 1964 b. Voting Rights Act of 1965 c. Indian Rights Act of 1968 d. Americans with Disabilities Act

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Grade 5	Grade 6	Grade 7	Grade 8

Concept 3: Functions of Government Laws and policies are developed to govern, protect, and promote the well-being of the people.
High School
PO 1. Analyze the functions of government as defined in the Preamble to the Constitution.
PO 2. Examine how the Constitution guarantees due process of law through Constitutional mandates and Amendments. a. Constitutional mandates (e.g., the right of habeas corpus, no bill of attainder, and the prohibition of ex post facto laws) b. Fourth, Fifth, Sixth, Seventh, and Eighth Amendments c. protection provided by the Fourteenth Amendment
PO 3. Examine various sources of government funding: a. federal - income tax, duties , excise taxes, corporate tax b. state - income tax, sales tax c. local - property tax, sales tax
PO 4. Describe the regulatory functions of government pertaining to consumer protection, environment, health, labor, transportation, and communication.
PO 5. Describe the factors and processes that determine major domestic policies (e.g., Social Security, education, health care, parks, environmental protection).

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Concept 4: Rights, Responsibilities, and Roles of Citizenship The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 1. Identify examples of responsible citizenship in the school setting and in stories about the past and present.	PO 1. <i>Identify examples of responsible citizenship in the school setting and in stories about the past and present.</i>	PO 1. Discuss examples of responsible citizenship in the school setting and in stories about the past and present.	PO 1. Describe the rights and responsibilities of citizenship: a. good sportsmanship b. participation and cooperation c. rules and consequences d. voting	PO 1. Discuss ways an individual can contribute to a school or community.
PO 2. Recognize the rights and responsibilities of citizenship: a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated b. importance of participation and cooperation in a classroom and community c. why there are rules and the consequences for violating them d. responsibility of voting (every vote counts)	PO 2. Describe the rights and responsibilities of citizenship: a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated b. importance of participation and cooperation in a classroom and community c. why there are rules and the consequences for violating them d. responsibility of voting (every vote counts)	PO 2. <i>Describe the rights and responsibilities of citizenship:</i> <i>a. elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated</i> <i>b. importance of participation and cooperation in a classroom and community</i> <i>c. why we have rules and the consequences for violating them</i> <i>d. responsibility of voting</i>	PO 2. <i>Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering).</i>	PO 2. <i>Identify traits of character (e.g., responsibility, respect, perseverance, loyalty, integrity, involvement, justice and tolerance) that are important to the preservation and improvement of democracy.</i>

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Concept 4: Rights, Responsibilities, and Roles of Citizenship The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
PO 3. Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground).	<i>PO 3. Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)</i>	PO 3. Describe the importance of students contributing to a community (e.g., helping others, working together, service projects).	<i>PO 3. Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.</i>	PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, campaigning, civil and community service, volunteering, jury duty).
PO 4. Identify people who help keep communities and citizens safe (e.g., police, firefighters, nurses, doctors).		PO 4. Identify traits of character (e.g., honesty, courage, cooperation and patriotism) that are important to the preservation and improvement of democracy.		

Concept 4: Rights, Responsibilities, and Roles of Citizenship The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.			
Grade 5	Grade 6	Grade 7	Grade 8
PO 1. Describe ways an individual can contribute to a school or community.	<i>PO 1. Describe ways an individual can contribute to a school or community.</i>	PO 1. Describe the benefits of community service.	<i>PO 1. Describe the benefits of community service.</i>

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Concept 4: Rights, Responsibilities, and Roles of Citizenship The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.			
Grade 5	Grade 6	Grade 7	Grade 8
PO 2. Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.	PO 2. <i>Discuss the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.</i> Connect with: Strand 2 Concept 5	PO 2. <i>Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.</i>	PO 2. <i>Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.</i>
PO 3. <i>Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</i>	PO 3. <i>Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</i> Connect with: Strand 2 Concept 5	PO 3. <i>Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</i>	PO 3. <i>Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</i>
		PO 4. Explain the obligations and responsibilities of citizenship: a. upholding the Constitution b. obeying the law c. paying taxes d. registering for selective service e. jury duty	PO 4. <i>Explain the obligations and responsibilities of citizenship:</i> <i>a. upholding the Constitution</i> <i>b. obeying the law</i> <i>c. paying taxes</i> <i>d. registering for selective service</i> <i>e. jury duty</i>
		PO 5. Describe the impact of Constitutional Amendments and	PO 5. Describe the impact that the following had on rights for individuals

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italicized performance objectives - a performance objective repeated verbatim from year to year; it is understood that the depth, complexity, and difficulty level developmentally match the grade level expectations

Social Studies Standard Articulated by Grade Level

Strand 3: Civics/Government

Concept 4: Rights, Responsibilities, and Roles of Citizenship			
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.			
Grade 5	Grade 6	Grade 7	Grade 8
		laws (i.e., Thirteenth, Fourteenth, Fifteenth, Eighteenth, Nineteenth, and Twenty-first Amendments, Jim Crow Laws, Black Codes, Dawes Act) that came about during the historical time periods studied.	and groups: a. Jim Crow Laws – literacy test, poll taxes, Grandfather Clause b. Civil Rights Movement (i.e., Martin Luther King, Jr., Rosa Parks) c. desegregation - military, schools, transportation, sports d. United Farm Workers (i.e., César Chavez) e. National Organization for Women (NOW) – Equal Rights Amendment (ERA)

Concept 4: Rights, Responsibilities, and Roles of Citizenship
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.
High School
PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws: a. freedom of religion, speech, press, assembly, and petition in the First Amendment b. right to bear arms in the Second Amendment c. Ninth Amendment and guarantee of people's unspecified rights d. civil rights in the Thirteenth and Fourteenth Amendments e. voting rights in the Fifteenth, Nineteenth, Twenty-third, Twenty-fourth, and Twenty-sixth Amendments; Native American citizenship and voting rights (Arizona, 1948); Voting Rights Act of 1965 f. conflicts which occur between rights (e.g., the tensions between the right to a fair trial and freedom of the press, and between majority rule and individual rights) g. right to work laws

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Social Studies Standard Articulated by Grade Level

Strand 3: Civics/Government

Concept 4: Rights, Responsibilities, and Roles of Citizenship				
The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.				
High School				
PO 2. Define citizenship according to the Fourteenth Amendment.				
PO 3. Examine the basic political, social responsibilities of citizenship: <ul style="list-style-type: none"> a. connections between self-interest, the common good, and the essential element of civic virtue (e.g., George Washington's Farewell Speech), volunteerism b. obligations of upholding the Constitution c. obeying the law, serving on juries, paying taxes, voting, and military service d. analyzing public issues, policy making, and evaluating candidates 				
PO 4. Demonstrate the skills and knowledge (e.g., group problem solving, public speaking, petitioning and protesting) needed to accomplish public purposes.				
PO 5. Describe the role and influence of political parties, interest groups, and mass media: <ul style="list-style-type: none"> a. political perspectives (e.g., liberalism, conservatism, progressivism, libertarianism) b. influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making c. influence of the mass media on elections, the political process and policy making 				
Concept 5: Government Systems of the World				
Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.				
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4

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Social Studies Standard Articulated by Grade Level

Strand 3: Civics/Government

Concept 5: Government Systems of the World Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.			
Grade 5	Grade 6	Grade 7	Grade 8
PO 1. Describe the characteristics of a monarchy and a republic. Connect with: Strand 1 Concept 3, 4 Strand 2 Concept 6	PO 1. Describe the structure of the following governments: a. theocracy b. dictatorship c. republic d. monarchy e. democracy f. anarchy Connect with: Strand 2 Concept 2, 4, 5	PO 1. Discuss how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles, Fourteen Points, League of Nations).	(Note: Students were introduced to different forms of government in Grades 6 and 7.) PO 1. Compare the different world governments and ideologies: a. dictatorship b. totalitarian (fascist, Nazis) c. democracy d. Socialism e. Communism
		PO 2. Compare different types of governments: a. dictatorship b. totalitarian c. monarchies	PO 2. Explain U.S. and world foreign policies leading to the Cold War: a. Truman Doctrine b. NATO c. Warsaw Pact d. Marshall Plan
			PO 3. Identify U.S. and world foreign policies (e.g., economic sanctions, arms reduction agreements) resulting from the Cold War.

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Social Studies Standard Articulated by Grade Level

Strand 3: Civics/Government

Concept 5: Government Systems of the World
Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.
High School
PO 1. Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections).
PO 2. Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.
PO 3. Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross).

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